



# The Milestone School Curriculum

## **Ethos**

The Milestone School offers a child-centred 'needs led' curriculum, which incorporates elements of the EY Foundation Stage, National Curriculum and external accreditation as appropriate, including life skills and social skills. The school uses Total Communication and a range of different approaches to learning including informal, semi-formal and formal approaches as well as a multi sensory approach, thematic approach, active learning approach and structured teaching approach.

The Milestone School curriculum places a high emphasis on developing the skills of cognition, communication, physical development, self help and independence, all of which help prepare children and young people for adult life and, where appropriate, for the world of work. We, therefore, consider English, Maths and PSHE/ life skills as the core areas of our curriculum. Science is considered a foundation subject along with the other foundation subjects of the national curriculum 2014; data is also available for these subjects.

## **Rationale**

The curriculum at the Milestone School takes account of the differing abilities and experiences of our pupils and will provide an education appropriate to individual needs. It will give pupils the opportunity to develop and learn within a supportive atmosphere and foster positive attitudes to learning, including British Values, that lead to success and achievement, in accordance with our mission statement, 'Removing obstacles and enabling access to learning'.

The curriculum at Milestone School will promote the spiritual, intellectual, personal, social and physical development of all our pupils. It consists of an adapted National Curriculum that meets the needs of individual pupils, life skills, personal, social, health and moral education and religious education as well as cross curricular themes and key skills. Extra -curricular activities also form an important part of the curriculum.

The Milestone School provides all pupils with the opportunity to be challenged and achieve their potential within a supportive atmosphere and through personalised learning. The curriculum is delivered in a manner appropriate to pupil needs. In some cases subjects may be discreetly taught and in others, they may be delivered more informally through activity based learning (informal and semi-formal curricular). Development of positive attitudes to learning will lead to success and achievement. Education is promoted as a life-long process whereby developing the key skills for all our pupils will enable them to continue to access learning opportunities.

## **RE**

At the Milestone School, Religious Education is taught to pupils so that they are able to understand and appreciate the nature and differences of religious belief, cultures and practices, and the importance of these to people's lives. We endeavour to help our pupils understand and accept 'difference' so that they are prepared for life outside the school in modern Britain. The Religious Education curriculum is planned using the Gloucestershire Agreed Syllabus for RE (2017-2022) and is a part of the curriculum for each department. Pupils study the main beliefs and festivals of the major world religions, investigate artefacts and visit places of religious worship.

## **Collective Worship**

*"Provision shall be made to secure that, so far as practicable, every pupil attending a special school will attend religious worship and receive religious education, or will be withdrawn from attendance at such worship or from receiving such education, in accordance with the wishes of parents."* Education Act 1981.

In keeping with the requirements of the law, provision is made for acts of worship, which are wholly or mainly Christian in character but not distinctively of any denomination.

Parents who do not wish their child to attend religious worship or religious education should inform the Headteacher of this in writing. Separate arrangements will be made for their supervision at these times.

## **Subjects away from school**

### **Swimming**

All pupils in the lower and Middle departments have the opportunity to develop their confidence and swimming skills with hydrotherapy and swimming sessions for part of the year. In addition, pupils throughout the school with profound and multiple difficulties and complex needs participate in weekly hydrotherapy sessions all year round. Swimming sessions will include water games to develop their confidence and understanding of water safety. The more able swimmers have the opportunity to develop their swimming skills and learn different swimming strokes. They are taught at school by a qualified swimming teacher and are supported in the water by the swim team and by Milestone staff.

### **Horse Riding**

Some pupils in the lower and Middle departments participate in weekly horse riding sessions at two venues in the county, Hartpury College and RDA at Cheltenham Racecourse for part of the year. These are wonderful sessions for the pupils where they are able to develop not only their horse riding skills but also have therapeutic opportunities to develop their social and emotional needs.

## The Milestone School Curriculum

EYFS Curriculum (Nursery 1, 2 and Reception)				
<i>Prime areas</i>	Communication and Language	Physical Development	Personal Social and Emotional development	
<i>Specific areas</i>	Literacy	Mathematics	Understanding the world	Expressive arts and design

The EY developmental approach is used to deliver an appropriate curriculum to Nursery 1, Nursery 2 and Reception pupils in the Foundation Department. At the end of the Reception year, children are assessed and move onto one of the curricula below:

### Informal Curriculum

- Non-subject specific
- WSM P3i and below
- Learning takes place through experiences and activities that are not subject specific
- Content is derived from the Teaching Guide for the Informal Curriculum, as well as individual pupil needs.

### Semi-Formal Curriculum

- Partially subject based
- WSM P2i –P10
- Subjects tend to be less discreetly taught and usually more time is required to process learning and to transition to what is happening next
- Content is derived from a blend of department specific topic grids/curriculum overview, which is based on the National Curriculum 2014, Teaching Guide for the Informal Curriculum, as well as individual pupil needs.

### Formal Curriculum

- Subject based
- WSM P10 and above
- Subjects are usually more discreetly taught, transitions and pace of learning tends to be faster
- Content is derived from department topic grids/curriculum overview, which is based on the National Curriculum 2014, as well as individual pupil needs.

### Each curriculum has five core areas:

- **Communication, Language and Interaction**
- **Cognition & Learning**
- **Self Help & Independence**
- **Sensory and Physical Needs**
- **Social, Emotional & Mental Health**

The Milestone School Curriculum (Year 1 upwards)				
Communication, Language and Interaction	Cognition & Learning	Self Help & Independence	Sensory and Physical Needs	Social, Emotional & Mental Health
← Technologies across all areas →				

Teachers plan under these core areas, focussing on individual pupils' EHCP learning outcomes as well as curriculum learning outcomes for their class. Please refer to the Teaching and Learning Handbook for planning expectations and exemplars.

## Curriculum Areas

### Communication, Language and Interaction

This area of learning focuses on the development of communication skills. Pupils are supported in all stages of their development in both academic and social communication. Communication can be spoken, written, signed, body language and through the use of technologies and picture exchange (PECS). ***Please refer to Key Outcomes for the Milestone Curriculum Pathway (Appendix 1).***

The following are some of the programmes that pupils may follow:

- Speaking and Listening programmes of study from EYFS, National Curriculum, Functional skills English and Entry Level accredited courses
- The teaching of writing through our English curriculum
- PECS: all stages are taught in school
- Intensive Interaction: to develop interaction with each other
- Makaton signing: this is taught and used throughout school where it enhances understanding for pupils
- Sensory cues including tactile, sound and smell cues
- Social stories: used to teach individual pupils appropriate responses to everyday or unexpected events
- Communicate in Print: symbols are used to support communication and understanding
- Social communication: to develop turn-taking, friendships, making conversation etc.
- Sulp cafe, Community cafe: cafe settings which enable pupils to learn social communication skills in a structured environment
- OPAL (Outdoor Play and Learning), Leisure activities

### Cognition and Learning

This area of learning focuses on the development of skills that pupils need to become independent thinkers. They are taught through a range of activities which include making choices, working independently, co-operating within a pair or group, understanding of self and learning to concentrate and focus in a group setting. This area of learning refers to traditional subject areas as well as to exploration, discovery and play. The school has several play and educational outside areas for pupils which enable them to experience outdoor learning frequently and in all weathers. Technology is firmly embedded throughout the school's everyday life at all levels.

The following are some of the programmes and enrichment opportunities for pupils:

- Prime areas and Specific areas of the EYFS curriculum
- Opportunities to work and play throughout the day
- Comprehension: at all levels and including inference of texts or pictures through the English curriculum
- The teaching of writing through our English curriculum
- The teaching of reading and phonics through our English curriculum
- Communicate in Print: symbols are used to support communication and understanding
- Social stories: used to teach individual pupils appropriate responses to everyday or unexpected events
- Speaking and Listening programmes of study from EYFS, National Curriculum, Functional skills English and Entry Level accredited courses
- Problem solving in the maths curriculum. This includes a wide range of practical and mental strategies.
- Generation of ideas: through Design and Technology, Art and Drama
- Science curriculum whole school
- Humanities through topics that include Geography, History and RE themes.
- PINK/PSHE curriculum
- Life and work skills through KS4
- Computing curriculum including an accredited course at KS4
- TEACCH tasks: used to teach new concepts, then to complete an increasing number of activities independently without the need for prompting or support.
- Intensive Interaction: to develop interaction with each other
- E-safety is taught as part of the Computing and PINK/PSHE curriculum and focussed on during E-Safety week.
- Annual International week focuses on different countries each year

- Lunchtime clubs and Options including Computing, Lego, Scouts, trampolining, rebound therapy, Boccia, film clubs
- Special assemblies and whole school participation in events for Comic Relief, Sports Relief, Red nose Day and World Book Day
- Pupils discuss local and world news during lessons
- Topics and themes to coincide with The Olympics, World Cup Rugby and Football
- Milestone TV: videos made by the pupils to promote events/ongoing events in the life of the school and wider community.
- OPAL (Outdoor Play and Learning), leisure activities

## Self Help and Independence

This area of learning refers to the development of independence and self help skills appropriate to each individual pupil. The acquisition of these skills takes place in school, the local community where the school is situated and home communities. All classes make frequent use of the schools' minibuses and/or public transport to learn about and within our local community. British Values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are embedded into learning about 'Me and My Community'. Most maths and English is taught functionally and through real experiences in and off the school site. This area of learning refers to traditional subject areas as well as exploration, discovery and play. In the Senior department, learning is firmly embedded in the community with some pupils carrying out work experience placements in local companies, as appropriate, to ensure transference of skills taught. The school has several play and educational outside areas for pupils which enable them to experience outdoor learning frequently and in all weathers. Technology is firmly embedded throughout the school's everyday life at all levels.

The following are some of the programmes and enrichment opportunities for pupils:

- Annual International week focuses on different countries each year.
- PINK/PSHE curriculum
- OPAL (Outdoor Play and Learning), Leisure activities
- Design and Technology curriculum
- Lunchtime clubs and Options including Computing, Lego, Scouts, trampolining, rebound therapy, boccia, film clubs
- Special assemblies and whole school participation in events for Comic Relief, Sports Relief, Red nose Day and World Book Day
- Pupils discuss local and world news during lessons
- Topics and themes to coincide with The Olympics, World Cup Rugby and Football
- Milestone TV: videos made by the pupils to promote events/ongoing events in the life of the school and wider community.
- Topic themes, including the PINK/PSHE curriculum, delivered in each Hub link to the community e.g. 'All about Me'.
- Work experience in Enterprise Hub
- Residential visits in Years 7-11
- Sleep over at school in Woodland Hub
- Visits to a variety of places of worship
- Topic themes of celebration from around the world
- Local visits within the community for most classes weekly
- 'Where Next' Evening for pupils in Venture and Enterprise Hubs
- Citizenship within the PINK/PSHE curriculum
- School summer family fun day and Christmas market
- Singing, drama, dance and sports activities with local special and mainstream schools
- Pupil voice through class sessions, school council and leadership roles within school

## Sensory and/or Physical Needs

This area of learning focuses on looking after yourself and keeping active, fit, safe and healthy. It includes making appropriate choices about food and lifestyle, keeping fit, learning to relax and being creative. Pupils are taught a wide range of techniques to develop skills and are given opportunities to enjoy the arts through creating music, song, dance, plays and also using a wide range of art and construction materials. Pupils have opportunities to perform at school and in the community.

The following are some of the programmes and enrichment opportunities for pupils:

- Physical Education: is taught throughout the school and includes swimming, sensory and therapeutic swimming, games, athletics, horse riding, trampolining, rebound therapy, fitness and healthy leisure choices. Pupils take part in competitive events with other schools.
- Physiotherapy and motor skills programmes as set by physiotherapists.
- Toileting and personal care programmes advised by continence nurse and school nurses.
- Cooking and nutrition is taught throughout the school. Pupils in Years 10-11 have the opportunity to complete the Jamie Oliver Award.
- Personal, Social and Health Education (PSHE) is a core subject throughout school.
- Functional Fitness groups: these are mixed age and gender sessions aimed at improving general fitness and behaviour.
- Relaxation, Mindfulness and Touch Massage lessons are integral learning sessions for some pupils where pupils are taught techniques to aid relaxation.
- Wellbeing groups are run by staff with specialist training to enable pupils to manage their feelings, behaviour, anger and anxiety.
- Art is taught throughout the school until Year 10, when it becomes an option at KS4
- Music and singing is embedded in daily life e.g. many classes have unique hello and goodbye songs that are used to signify entering and leaving school, as well as songs that are used as musical cues to signify key times of the day
- Arts Award at KS4, an option to gain bronze and silver Arts Awards
- Role play and drama through the English curriculum
- Dance groups with specialist teachers. These include individual and small group ballet classes.
- Assemblies: pupils regularly perform or share their creative work with others
- Plays: opportunities to create and perform plays and musicals at local theatre OPAL (Outdoor Play and Learning), Leisure activities

## Social, Emotional and Mental Health

This area of learning focuses on looking after yourself, good mental health and emotional well being. It includes making safe and healthy choices, learning to relax, developing social skills and learning to manage feelings and emotions positively.

The following are some of the programmes and enrichment opportunities for pupils:

- Personal, Social and Health Education (PINK/PSHE) is a core subject throughout school.
- Functional Fitness groups: mixed age and gender sessions aimed at improving general fitness and behaviour.
- Relaxation, Mindfulness and Touch Massage lessons are integral learning sessions for some pupils where pupils are taught techniques to aid relaxation.
- Wellbeing groups are run by staff with specialist training to enable pupils to manage their feelings, behaviour, anger and anxiety.
- Social communication: to develop turn-taking, friendships, making conversation etc.
- Sulp cafe, Community cafe: cafe settings which enable pupils to learn social communication skills in a structured environment.
- Focussed intervention groups e.g. Lego therapy, pet therapy, drama therapy
- OPAL (Outdoor Play and Learning), Leisure activities